

Childminder report

Inspection date: 14 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children have developed warm and friendly relationships with the childminder, who has a good understanding of every child's individual needs. The childminder works very well with parents to ensure that children thrive and flourish and that she meets their unique needs. Children confidently explore the good range of resources available to them. They are inquisitive and motivated to tackle challenges in their chosen play and learning. They show great determination to complete tasks, such as building with bricks and slotting shapes into a shape sorter. Children are particularly keen to explore the good range of pretend play items, such as the play kitchen, happily preparing snacks for their friends.

The childminder has a good understanding of how young children learn. She applies this skilfully when assessing the skills and knowledge that children already have and what they need to learn next. This is then incorporated in the planning of the curriculum to ensure that each child reaches their full potential. Children's behaviour is good. The childminder is consistent in implementing clear and realistic boundaries and offers gentle reminders to further extend children's awareness of their own safety. Children begin to understand about those less fortunate than themselves, such as when they collect donations to make up hygiene packs to take to food banks.

What does the early years setting do well and what does it need to do better?

- The childminder understands how to implement her intended learning outcomes for every child across all areas of learning. This enables each child to progress on to their next stage in learning with confidence and ease. She divides her time well between the children. She is very sensitive and calm in her approach. She is aware of those children who require extra support. For instance, she engages children in conversations and repeats any mispronounced words to support their developing vocabulary.
- The childminder provides children with good opportunities to develop their speech and language skills. These include engaging and enjoyable story times where children join in and lift the flaps on the pages of books. The childminder consistently supports children to learn new words. For example, she introduces and talks about colours and shapes as children eat snacks. Together they explore the crescent shape of a banana and tiny round shapes of black grapes. However, there are fewer opportunities for young children to make marks or older children to write freely in their chosen play.
- The childminder is highly successful in promoting children's understanding of the local community. Children participate in outings to the local train station where they learn to buy tickets and observe trains and talk about their destinations. In addition, they gain a good awareness of the differences in people. Parents are

also very supportive of this and readily share their job roles and explore stranger danger with children and how to keep safe.

- The childminder plans well for her own professional development. She updates her knowledge and skills in many ways. She attends training opportunities to support children's learning outcomes. In addition, she completes early years research to build further on her knowledge and implements this into everyday practice. For example, she has explored the benefits of sensory play and this is having a positive effect on younger children's development.
- The childminder makes well targeted and informed improvements to her setting. She actively seeks the views of children and parents to gain their opinions. For example, older children help to plan summer outings and younger children help to design the garden to include a mud kitchen. This enables children to see their plans come to life and shows that the childminder completely values their input.
- Parents know precisely how they can support children's learning at home and the childminder shares resources and information. This enables parents to be involved in their child's development. She uses daily discussions to help share information about a child's progress and next steps in learning. However, the childminder has not fully explored further ways to engage with staff at other settings children attend to develop an overall view of their progress. Parents comment that she 'provides a safe and caring environment where my children are happy and offers us as parents an absolute peace of mind'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder frequently extends her knowledge of safeguarding by completing training to ensure she has up-to-date information to protect the children. This has given her an in-depth knowledge of the wider issues of safeguarding. She has a good understanding of the signs and symptoms that indicate a child might be at risk of harm. She is alert to signs that a child may be at risk of extreme views or behaviours. She knows how to refer any such concerns to local safeguarding partnerships. The childminder completes thorough risk assessments of her home and outings to help minimise any potential risks to children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen opportunities for children to practise their pre-writing skills during their freely chosen play to help them make even better progress in their literacy development
- develop relationships with other settings that children attend, in order to work together to develop children's next steps in learning.

Setting details

Unique reference number	2508698
Local authority	Medway
Inspection number	10144142
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	5
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Gillingham, Kent. She provides care all year round from 8am to 6pm, Monday to Friday, except for family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Janet Thouless

Inspection activities

- The inspector completed a learning walk with the childminder around areas of the home used for the childminding provision.
- A range of documents was sampled, including suitability checks, childcare qualifications and children's personal details.
- The childminder and inspector discussed how the childminder plans the curriculum for children's learning.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection and took account of the written views of parents.
- The inspector observed the childminder interacting with children and assessed the impact the teaching has on their learning and development.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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